

Cp 371.89

N87p13

N.C. Program for American  
Education Week, Nov. 10-16,  
1930



The Library

of the

University of North Carolina



Collection of North Caroliniana

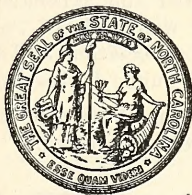
Cp 371.89

N87p13

NORTH CAROLINA PROGRAM  
FOR  
AMERICAN EDUCATION  
WEEK

NOVEMBER 10-16

1930



PUBLISHED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.



## INTRODUCTION

---

America has created an educational system which provides the opportunity of free schooling to every boy and girl. The highest success of this gift to mankind, the free public school, requires the understanding and coöperation of all. American Education Week offers a splendid opportunity for us to renew our faith in childhood and to rededicate ourselves to its service.

The primary purpose of American Education Week is to acquaint the public with the work of the schools, with their aims, achievements and needs. This is the week when the public comes to school and the school goes to the public. It should make pupil, teacher and parent conscious of his obligation to strengthen the school by making it true to the needs of life around it. The school exists to inform, to lift, to guide, to inspire.

This bulletin is printed with the desire to coöperate with the National Education Association, which has set aside November 10-16 for the tenth annual observance of American Education Week under the joint auspices of the Association and the American Legion. The material is suggestive of a few of the many possibilities for vitalizing the actual work of the school. General suggestions for its use are listed elsewhere in this publication.

The material was collected and arranged by Mr. A. B. Combs, High School Inspector. Free use was made of the program material furnished by the National Education Association and bulletins previously published by the State Department of Public Instruction.

I hope every teacher in the State will find great pleasure in participating in the activities herein suggested.

*A. T. Allen*

*State Superintendent of Public Instruction.*



# STATE OF NORTH CAROLINA

## GOVERNOR'S OFFICE

RALEIGH

O. MAX GARDNER  
GOVERNOR

### *A Message to North Carolina Teachers and School Patrons:*

I commend and welcome the observance of American Education Week, November 10-16, as an opportunity for new dedications to the service of North Carolina's youth, this commonwealth's most valuable asset. The vast majority of children get their first and last scholastic training and equipment in the public schools; and, therefore, the constant aim must be—and shall be—to make these schools efficient and sufficient for the childhood of the State. May we continue to look forward with increasing hope to the dream of the immortal Aycock when every person in the confines of this State shall be able to read and write in the mother tongue!

But I seek more than this. I would have you keep in mind always the harmonious development of the individuals who comprise the citizenship of this State. In this bulletin I note a decided attempt to promote and disseminate information about our State. This appears to me to be especially worth while because I believe in North Carolina. I am proud of her past. I glory in her history and cherish her fine traditions. I am confident of the greatness of her present and optimistic for her future. I would cling to her ideals. I would preserve her from the fratricidal strife of classes and see her happily welded into a great and growing civilization—welcoming the dawning of a greater day and the building of a finer State. I look forward to the splendid development of her manhood—to the crowning day of her childhood.

I, therefore, urge the preservation of the North Carolina spirit—the comradeship and fellowship of all the men, women and children of this great family we are pleased to call North Carolina.

Faithfully yours,

*O. Max Gardner*

October 8, 1930.

P18028



## SPECIAL ANNOUNCEMENT

Arrangements have been made for radio speeches to be broadcast from a number of stations throughout the State on the first five days of American Education Week. Schools which have radios are urged to tune in on the station of their choice. Attempt has been made to have broadcasts as near nine o'clock as possible so that schools may hear the broadcasts at the assembly period, but this has not been possible in every case. It is suggested that you watch your paper or listen in on your nearest station for more specific announcements concerning these programs. Due to shortness of time it was not possible to get these schedules for this bulletin.

Broadcasting stations, together with the superintendents in charge of the radio programs for the week, are as follows:

W W N C	Asheville	Supt. W. L. Brooker
W B T	Charlotte	Supt. H. P. Harding

Time: 9:30 to 9:45 A. M., Monday, Tuesday,  
Thursday and Friday.  
10:45 to 11:00 A. M. Wednesday.

W R B U	Gastonia	Supt. W. P. Grier
W N R C	Greensboro	Supt. G. B. Phillips
W P T F	Raleigh	Supt. P. S. Daniel

Time: 9:35 to 9:45 A. M., Monday, Tuesday,  
Wednesday, Thursday and Friday.

W R B T	Wilmington	Supt. O. A. Hamilton
W S J S	Winston-Salem	Supt. R. H. Latham



# AMERICAN EDUCATION WEEK

NOVEMBER 10-16, 1930

---

## PROGRAMS DAY BY DAY

- MONDAY, - Nov. 10—The Schools and the Enrichment of Human Life.  
TUESDAY, - Nov. 11—How Schools Promote Patriotism and World Understanding.  
WEDNESDAY, Nov. 12—The Schools of Yesterday.  
THURSDAY, Nov. 13—The Schools of Today.  
FRIDAY, - Nov. 14—What the Schools Have Helped the Individual to Achieve.  
SATURDAY, Nov. 15—What the Schools Have Helped America to Achieve.  
SUNDAY, - Nov. 16—The Schools of Tomorrow and the Future of America.

## MAKING YOUR PROGRAM

The outlines submitted herewith are suggestions for the observance, day by day, of American Education Week. No community will wish to make use of all the suggestions. Selections will be made by local committees in accordance with community needs, and will be developed and adapted to local situations.

## PURPOSE

The purpose of American Education Week is to present to the public the aims, needs, and achievements of the schools. During this week the basis may be laid for coöperation of community and school throughout the year. Effective observance of this week offers a splendid opportunity to begin or to strengthen an effective continuing program of school interpretation.

## YOUR ORGANIZATION

In making plans for the local observance of American Education Week, school officials will, of course, take the lead. In forming committees to carry out the plan it will be well to include some leaders outside the schools.

Many plans will make use of sub-committees for the following purposes:

1. Planning the day by day programs.
2. Coöperation with newspapers.
3. Securing coöperation of the home.
4. Preparation of booklets, posters, etc.
5. Planning exhibits of school work.
6. Coöperation with the churches, American Legion, service clubs, fraternal organizations, libraries, parent-teacher associations.
7. Publicity, window displays, art, etc.
8. Interpreting education to the schools themselves through faculty meetings, school assemblies, school newspapers, etc.



MONDAY—NOVEMBER 10

## THE SCHOOLS AND THE ENRICHMENT OF HUMAN LIFE

"An individual largely makes or breaks himself in his recreation. A nation rises or falls according to how the leisure of its people is used. The conservation of leisure is one of the first responsibilities of government and of the first concern to the statesman."—James E. Rogers, *President Department of Health and Physical Education of N. E. A.*

Every educational agency in the community may coöperate with the schools in providing a program of life enrichment for both children and adults. Wise employment of increased leisure, gift to man from a machine age, calls for deeper insight and new skills. The same leisure provides the time to acquire these new capacities.

This day may well be made the beginning of a plan in your community to promote the wiser use of leisure by individuals at all age levels. For the child this program of enrichment will center around the school; for the adult it will remain close to the school. The plan will also provide for the coöperation of the many organizations in the community which foster more profitable use of leisure and upon which young and old rely for much of the guidance for their extra hours.

The first step in such a plan is a study and appraisal of the facilities for life enrichment which already exist in the community. The survey<sup>1</sup> made for this purpose in Buffalo, N. Y., by the American Association for Adult Education is rich in suggestions. The following outline will help in making this investigation:

### A. Recreation and Life Enrichment

Recreation, physical and emotional, is sought by all the race in its leisure hours in

1. Play and sports
2. "Getting back to nature"
3. Physical training
4. Amusements

Select the organizations in your community which will be interested in these forms of recreation. Ask them to point out and appraise the local possibilities for such means of life enrichment.

Find out what percentage of adults and children in your community play games. What are the facilities for them? Are playfields, gymnasiums, swimming pools, parks, etc., available and used? How can hiking, riding, golfing, fishing, camping, gardening, picnicking, and other forms of physical outdoor exercise be popularized?

Appraise provisions for amusements in your community. How can they be improved?

How can the schools help build up recreational programs for your community?

Objectives:

1. Sounder minds and bodies
2. Beautiful homes and gardens
3. Deeper appreciation of nature

<sup>1</sup>Adult Education in a Community. American Association for Adult Education, 41 East 42nd Street, New York City. Paper, 192 pp.



#### 4. More wholesome amusements

"We must seek out and appreciate our own distinctive traits, and own traditions, our deep-rooted tendencies, and read our destiny in their interpretation."—*Charles B. Aycock.*

### B. Community Organizations and the Enrichment of Life

What things do such organizations in the community as the fraternal societies, service clubs, women's clubs, 4-H clubs, Boy Scouts, Campfire Girls, Y. M. C. A., Y. W. C. A., Hi-Y, Girl Reserves, American Legion, church societies, add to the child and adult life enrichment program? How can they best coöperate with the school to increase this service for all the community?

Local organizations will help. Many of them will have their own meeting programs this week built around their own life enrichment objectives.

### C. The School and the Enrichment of Life

Show how the school provides for the wise use of leisure. Explain the objectives of the extra-curriculum activities of the schools. Demonstrate some of these activities at the various programs and exhibits of the week.

Make a study of what the schools can do to enrich adult life. How may evening schools, extension courses, school lyceums, school libraries, music furnished by the schools, help a community-wide program of education? How can such a program make use of school grounds, buildings, equipment, teachers?

### D. Travel and the Enrichment of Life

One of the most desirable means of personal improvement is travel. Americans travel more than any other people. Show the travel possibilities near home. Automobile clubs, historical societies, chambers of commerce will help make local travel more interesting. Plan the wider use of travel magazines, travel books, and travel lectures.

### E. Art and the Enrichment of Life

"There is inspiration in the thought that in learning to enjoy good art we are actually making ourselves better citizens and contributing to the welfare and advancement of the land we love. And then when unusual talent appears unheralded we shall be able to recognize and protect it—perhaps the greatest privilege of all."—*Lorado Taft.*

Plan art exhibits, art clubs; organize classes in painting. Promote societies for study and presentation of the drama, musical organizations, and writers' clubs. Enlist the coöperation of museums and libraries.

Exhibit articles adults and children have made in pursuance of hobbies or just to satisfy creative instincts, such as paintings, needlework, soap sculpture, toys, machines, bird houses, etc.

Show how the schools encourage the appreciation for the beautiful, and how interest in art can be further stimulated in the community.

### F. Books and the Enrichment of Life

Books contribute much toward the enrichment of life. They are an essential part of every home, every school, and every community. Find out what use is made of books, magazines, newspapers, in your community in public libraries, the school and the home. How many periodicals come regularly to the average home in your community? What are the most popular books in the home? What is a satisfactory amount for an item

in the family budget for books and periodicals? What use do citizens other than students make of school libraries? What are the most interesting current books?

Seek the coöperation of school, circulating, and public libraries, books-of-the-month clubs, and newspapers in widening the community's interest in books.

#### G. The Spiritual Enrichment of Life

The church, the home, the parent-teacher organizations, and the school may all coöperate in discussion and plans for the cultivation of the spiritual side of life. The church has a great service to perform in improving the use of leisure for spiritual purposes. The home, no less, is concerned with the intangible emotional values that take up much of the time we are not engaged in making a living. The building of ethical character is one of the cardinal objectives of the schools. Ministers may use "Leisure and the spirit" for sermon topics. Parent-teacher organizations may discuss the influence of the home on life's finer values.

### SUGGESTIONS FOR ASSEMBLY AND HOME ROOM PROGRAMS

1. Hold a community meeting at the court house, in the school auditorium or a local church.

2. Have a program in the nature of a demonstration or pageant of club work done by Tar Heel farmers, Girl Scouts, Boy Scouts, Campfire Girls, Woman's Club, Kiwanis, Rotary, American Legion, etc.

3. Follow this by a "Get-together Dinner" or an old-fashioned "working" to improve public grounds in the community.

### References

#### THE SCHOOLS AND THE ENRICHMENT OF HUMAN LIFE

- The Leisure of Tomorrow (editorial). *Journal of the N. E. A.*, 19:1, January, 1930, p. 1.
- Adams, Elizabeth K. Girl Scouts in the larger life. *Journal of the N. E. A.*, 18:8, November, 1929, p. 257.
- Finney, Ross L. Education for a better world. *Journal of the N. E. A.*, 19:3, March, 1930, p. 91.
- Smith, C. B. 4-H club work. *Journal of the N. E. A.*, 19:3, March, 1930, p. 95.
- Loomis, C. Frances. The privilege of being one with youth. *Journal of the N. E. A.*, 19:2, February, 1930, p. 49.
- The enrichment of human life (bibliography). *Journal of the N. E. A.*, 19:2, February, 1930, p. 64.
- Bailey, Henry Turner. Art, music, and beauty in the homes of the nation. *Child Welfare Magazine*, 13:11, July-August, 1929, p. 609.
- Wood, Mabel Travis. Play and the wise use of leisure. *Child Welfare Magazine*, 23:6, February, 1929, p. 316.
- Lee, Joseph. The boy and his leisure. *Child Welfare Magazine*, 14:1, September, 1929, p. 6.
- Hough, Dorothy Whitehead. Hobbies and collections. *Child Welfare Magazine*, 14:6, February, 1930, p. 284.
- Suzzallo, Henry. The use of leisure. *Journal of the N. E. A.*, 19:4, April, 1930, p. 123.
- Burrell, Percy J. The pageant of time: an adventure in the realm of leisure. New Jersey Education Association, Charles B. Dyke, Secretary, 304 Stacy-Trent Hotel, Trenton, N. J.
- Rainwater, Cleo. What recent investigations show children like in books. *North Carolina Teacher*, VI; 4, December, 1929, p. 138.



TUESDAY—NOVEMBER 11

## HOW SCHOOLS PROMOTE PATRIOTISM AND WORLD UNDERSTANDING

"In a republic the first duty of a citizen is obedience to law."—*Archibald D. Murphey.*

Each of the 10,000 posts of the American Legion plans to devote one program in 1930 to the theme of world understanding and goodwill. The Legion may wish to have this program on Armistice Day in your community. Plans for this day should be made in coöperation with the American Legion. Such organizations as the Grand Army of the Republic, Daughters of the American Revolution, Sons of the American Revolution, United Daughters of the Confederacy, United Confederate Veterans, United Spanish War Veterans, Veterans of Foreign Wars, may wish to have a part in the program built around this theme, or to hold special programs of their own on this day, or sometime during the week.

Pay tribute in assembly programs to those who have defended American ideals with the sword, and also to those who have served the nation and humanity in the arts of peace.

Recall the work of great scientists, inventors, ministers, manufacturers, and merchants, educators and social welfare workers. Local pioneers and community benefactors should be remembered.

Armistice Day is observed because it marks the cessation of war. Let us build upon this day ideals which look forward to permanent peace. Every citizen of the United States should know the words of the Kellogg Peace Pact, now underwritten by 58 countries of the world.

The Kellogg Peace Pact may be printed on the backs of programs of the day, or may be distributed on well-printed posters<sup>1</sup> to every classroom and shop window on this day. It may be read in every homeroom, or included in assembly exercises.

### THE SCHOOLS AND PATRIOTISM

#### I. Suggested Illustrations for Printed Programs and Posters

Liberty Bell  
Independence Hall  
Betsy Ross Home  
The Spirit of '76  
Facsimile of Declaration of Independence  
Photograph of Abraham Lincoln or some other great American  
A Loaded Soldier Transport Coming to Docks—Coming Home  
The United States Capitol Building  
Arlington Amphitheater

---

<sup>1</sup>Posters of the Peace Pact (size 9x12) may be had from the Division of Publications, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. Price 5¢ each; \$1 for 20; \$4 per hundred.

Large printed posters of the Peace Pact (size 28x44 in.) may be obtained from "America First" department, National Council for Prevention of War, 532 17th Street N. W., Washington, D. C. Price 15¢ each; \$1 for 10; \$8 per hundred. Peace Pact postcards may also be obtained from this organization at 1¢ each.

## II. Suggested Quotations for Printed Programs and Posters

"... to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."—Abraham Lincoln, Second Inaugural Address.

Peace hath her victories

No less renown'd than war.—Milton to the Lord General Cromwell.

Peace is always beautiful.—Walt Whitman.

And be at peace among yourselves.—St. Paul.

I am not come to destroy, but to fulfill.—Jesus.

Only peace between equals can last.—Woodrow Wilson.

As the patriots of '76 did to the support of the Declaration of Independence, so to the support of the Constitution and laws let every American pledge his life, his property, and his sacred honor.—Abraham Lincoln.

## III. Suggested Topics for Addresses

### 1. Peace Patriots

Addresses may summarize contributions of such peace patriots as:

a. Thomas A. Edison

b. Alexander Graham Bell

c. Robert Fulton

d. Eli Whitney

e. Samuel F. B. Morse

f. Elias Howe

g. George Westinghouse

h. Henry Ford

i. Orville and Wilbur Wright

j. Nathaniel Hawthorne

k. Henry W. Longfellow

l. James Russell Lowell

m. Elihu Embree

n. Horace Mann

o. Henry P. Barnard

p. John Wanamaker

q. Andrew Carnegie

r. Charles Lindbergh

s. Albert A. Michelson

t. Charles P. Steinmetz

### 2. Over There—By One Who Went

Experiences of the soldiers in transport, in camp, on the front lines in France. Interesting stories if related about a unit locally recruited or by an ex-soldier well-known in the community.

### 3. The story of "America the Beautiful" and other patriotic airs.

### 4. Our Flag

An exceptional book on the flag, recently published, is "The Flag of the United States: Its History and Symbolism," by James A. Moss. U. S. Flag Association, Washington, D. C.

### 5. How the United States Constitution was made.

Its history; the Bill of Rights; the Constitution as an organic law.

### 6. A Soldier's Opinion of War

### 7. World Understanding and Goodwill

May contain a summary of all efforts made during the last quarter of a century to promote world peace.

### 8. The Big Parade of Peace

America's industrial, economic, agricultural, educational, and spiritual contributions to civilization.

### 9. Men Who Made Our State (County, or City), such as Zebulon B. Vance, Charles B. Aycock, Walter Hines Page, James B. Duke.

A tribute to local men to whom the community is indebted for schools, roads, bridges, manufacturing, libraries, commercial development, parks, good city or state government.



## 10. The Cost of War

A summary of the cost of war, past and present in the United States, in terms of money, men, natural resources. (See Annual Report of the Secretary of the Treasury on the State of the Finances for fiscal year ended June 30, 1927,<sup>1</sup> pp. 18-20.)

## 11. Natural Resources and the Nation's Wealth.

## 12. Great writers, dramatists, poets, composers, and artists of the state.

## IV. Projects for the Day

1. Memorial exercises in the schools for graduates and former students who lost their lives in the great war.
2. A pageant depicting community or state history. Make a study of the work and personnel of North Carolina State, county, and local governments.
3. Brief biographies in bulletins or local papers of men who have served the community.
4. Boy Scout parade and review.
5. Parades by school children, fife and drum corps, American Legion.
6. Flag drills by school children—See "Plays for School Children," Irene M. Aitkin, *Apostrophe to the Flag*, p. 265-267, Century Company, N. Y.
7. Program by recently naturalized citizens.
8. Newspaper story on student self-government as practiced in local schools.
9. Announce and begin an adult night school class in the history of your state, its natural resources, forests, mines, fish, animal life, water power, agricultural products, wild flowers, roads, etc.
10. Prepare for your community an honor roll which carries the names of citizens now living who have contributed to the welfare of your community.
11. Special program of music on American themes or by American composers.

*Suggestions*

March in C, by Cadmann.

American Fantasie, by Herbert.

Victor Herbert's Favorites.

Overture Health and Wealth, by Weidt.

Overture Queen of Autumn, by Bigge.

Overture Eagle's Nest, by Isenmann.

Overture Sounds from the Sunny South, by Isenmann.

Overture The Midnight Dream, by Schlegrell.

Overture The Golden Sceptre, by Schlegrell.

Overture Lurline, by W. V. Wallace.

Sousa's Marches.

Folk songs, spirituals, southern melodies, etc.

By the Waters of Minnetonka.

New World Symphony.

<sup>1</sup>May be obtained by writing to the Office of the Secretary of the Treasury, Washington, D. C.

12. Exhibit of American art—copies of paintings by American artists may be secured from Perry Pictures Co., Malden, Mass.; Brown Robertson Co., 424 Madison Ave., New York City; Detroit Publishing Co., Detroit, Mich.
13. Radio parties—Make plans for both adults and children to listen in on special American Education Week radio programs. Addresses by prominent speakers will be nationally broadcast from Washington and other cities. (See announcement on page 4.)
14. "Respect for Law" program—Emphasize the common purpose of the teacher, the policeman and the soldier in inculcating respect for law and preserving the order and peace of society. Have addresses by a policeman, a soldier, and a teacher showing what part each plays.

#### V. Special Classroom or Assembly Projects

1. Dramatize the making of the Constitution or the Declaration of Independence. See *America First*, Jasper L. McBrien, American Co., pp. 22-67, The Continental Congress. Also *Pieces for Every Day the School Celebrates*, Constitution Day. Lloyd Adams Noble, New York City.
2. Read "A Message to Garcia," by Elbert Hubbard.
3. Citizenship Plays—See *Citizenship Plays*, by Eleanore Hubbard, Benjamin H. Sanborn & Co.
4. Dramatize the story of American Independence—See *The Drama of American Independence* (a pageant). National Education Association. Paper, 156 p. Price 50¢.
5. Dramatize *The Man Without a Country*—See *Children's Classics*, by Augusta Stevenson, Houghton-Mifflin Co., pp. 305-326. A dramatization based upon Edward Everett Hale's story. Also *Bailey's Children's Hour*, Milton Bradley Co., Springfield, Mass.
6. Pageants—See *Patriotic Pageants*, Henry Holt & Co., *A Pageant of the Stars and Stripes*, H. Augustine Smith, American Institute of Religious Education, Boston, Mass.
7. Read biographies of great patriots—See *Bailey's Children's Hour*, Milton Bradley Co., Springfield, Mass., "The Boy Who Was True."
8. School elections—See *Projects for the High School*, C. H. Elliott and C. S. Crow, State University of New Jersey, New Brunswick, N. J., "A Project Developed in the Bernards High School, Bernardsville, N. J."
9. Reënact the history of Plymouth—See *Major Projects in Elementary Schools*, Florence C. Fox, U. S. Office of Education, Bulletin 1921, No. 36.
10. Organize good citizenship clubs—See *Projects for the Elementary School*, C. H. Elliott and C. S. Crow, State University of New Jersey, New Brunswick, N. J. Simple materials for kindergarten, first, second and third grades.



11. Dramatize Paul Revere's Ride.
12. Make special studies of manners and conduct—See (1) *Training in Courtesy*, McNaught, U. S. Office of Education, Bulletin No. 54, 1917; (2) *Every-day Manners*, South Philadelphia High School for Girls, Macmillan Co., New York City; (3) *Manners and Conduct*, Chicago High School Dean of Girls, Allyn & Bacon, Boston, Mass.
13. Dramatize events of the American Revolution—See *Lexington* (a drama) by S. C. Howard, Lexington Historical Society, Lexington, Mass. Price 50¢.
14. Exhibit films and slides—See *Flashes of Action*, showing activities of the American troops in France—A motion picture taken by the U. S. Signal Corps and described by the War Department as the best action film of the World War. May be borrowed, cost of transportation only, from the Office of the Chief Signal Officer, War Department, Washington, D. C.

About 100 other films depicting troop movements, ceremonies, camps, athletics in U. S. Army, President Wilson's trips abroad, battles, etc., may be had from the same office. Cost of transportation only.

### References

#### HOW SCHOOLS PROMOTE PATRIOTISM AND WORLD UNDERSTANDING

- Gulick, Sidney L. The meaning of the Peace Pact. *Journal of the N. E. A.*, November, 1923. 17:8, p. 253.
- The Pact of Paris (schoolroom poster). *Journal of the N. E. A.*, 18:5, May, 1929. p. 150.
- Bok, Edward. Americanization of Edward Bok. Scribner's, 1923. \$1 and \$2.
- Zangwill, Israel. The melting pot. Macmillan, 1909. \$1.40.
- Catt, Carrie Chapman. The story of the World Court. *Woman's Journal*, 14:8, August, 1929, p. 12.
- Any standard biography of George Washington or Abraham Lincoln.
- Carr, William G. The New Citizenship—A Challenge and Its Answer (mimeograph, 4p. obtainable free upon request from the Division of Publications, N. E. A.).
- Carr, William G. The New Citizenship—Materials and Methods (mimeograph, 5p. obtainable free upon request from the Division of Publications, N. E. A.).

WEDNESDAY—NOVEMBER 12

## THE SCHOOLS OF YESTERDAY

The schools of yesterday met the need of a pioneer age. They were the inspiration of thousands of citizens who have made America what it is today. The "Little Red Schoolhouse" taught the virtues which are the foundations of good character. It was a beacon pointing toward enlightened self-government, economic prosperity, and higher spiritual ideals.

The severe struggle to start the free public school, to extend its privileges to all, and to expand its services to keep pace with the constantly growing demands of a larger and more complex national society is an interesting chapter in American history.

A review of the aims and achievements of the early schools offers an opportunity to show how the school of today has moved forward toward the realization of the visions of those who saw in a free and universal system of education the only foundation for democracy. The topic for this day was selected to encourage such a review of the history of education in America.

Pay tribute to such American leaders in education as Horace Mann<sup>1</sup> and Henry P. Barnard. Honor living educators in your own community—the teacher or supervisor who has served longest or performed distinctive service. Memorialize your local educational pioneers.

Build programs for this topic around the old time courses of study, methods of teaching, equipment, school buildings, school finance, organization of school systems, administration and supervision, methods of school discipline, work of school trustees and boards of education, training and certification of teachers, length of school term and attendance of pupils. Visualize the old school at its best. Point out its weaknesses. Make every detail so clear that the contrast with *the schools of today* will be impressive.

Encourage the graduates of the schools of yesterday to help in portraying them. Perhaps they will wish to help reproduce, in costume and with the equipment of the day, an old-time schoolroom.

## INTERPRETING THE SCHOOLS OF YESTERDAY

## I. The School of Yesterday

Dramatize the old schools. Select appropriate stage properties. Rehearse carefully. Use the old textbooks, the recitation benches, the home-made seats, the ancient stove. Perhaps you will wish to outfit for exhibit a schoolroom in a modern building with the furniture used in the olden days. The material for this exhibit can be used on the stage in your dramatization. Include the slates and slate pencils, the drinking pail, the bundle of switches, maybe a dunce cap, the handbell used to call the pupils from play, the lunch boxes, the row of wraps on the wall, the elevated seat and high table of the teacher, the kerosene wall lamps—bring back for a day the diagramming of Read and Kellogg's Grammar, the problems in the "Third Part" of Ray's Arithmetic, Holmes' "Blue Back" Speller, McGuffey's Readers. Revive the

<sup>1</sup>See *Horace Mann as Curriculum Content*, Journal of the N. E. A., April, 1930, p. 115.



spelling bees, the ciphering matches, the box suppers, the singing schools, the debating societies.

If you wish to present the old school as a play, secure "The Deestrick Skule" from the Dramatic Publishing Co., 542 South Dearborn Street, Chicago. Ask the elders to present this play. Picture with accuracy and sincerity America's earlier efforts to give every child a fair start in life.

## II. Exhibits

Old copybooks, examinations, textbooks, teacher's certificates, the tuning fork of the leader of a singing school, many articles connected with early education may be collected in the community. Perhaps the manual training and art departments can duplicate some of the old furniture, and assist in making the backgrounds of this exhibit real.

## III. Games and Amusements

Fox and geese, blackman, scrub, and other school games of yesterday may be described by someone who made merry in these sports on the old playground. Such games may constitute the reason for a "recess" during the portrayal of the old school régime.

## IV. The Pioneers in Work and Play

Entertainments and exhibits may portray life contemporaneous with the old school. "Square" dances, husking bees, taffy pullings may be adapted to the programs. Costumes, teas, in the manner and with the food of our grandfathers, may be used to reflect the social life of yesterday. Spinning wheels, looms, old hunting rifles, ox yokes, samplers, barbecue spits, etc., will help to portray the more serious pursuits.

## V. Suggestions for Illustrating Printed Programs, Posters, Etc.

1. The Little Red Schoolhouse.
2. George Washington Dancing with Sally Fairfax at the Carlisle House, by Edward Percy Moran.
3. Ichabod Crane fleeing from Brom Bones.
4. The Interior of an Old Schoolroom<sup>1</sup>.
5. A page from the New England Primer.
6. Claiming the prize of the red ear at a husking bee.
7. A culprit wearing a dunce cap.
8. A stage coach.
9. At the spinning wheel.
10. An ancient hallway with a "grandfather" clock.
11. A log cabin.
12. An ancient fireplace kitchen.
13. Four poster bed, candles with chimneys (storm shades), spinet, quill pen or other frequently used articles of the home.
14. Oxen plowing.
15. Christmas Eve at Mount Vernon, by Ferris.

Portraying articles and activities contemporaneous with the old school connects that institution, however worthy, with an age which has given way to greater comfort and efficiency. Such a portrayal is a reminder that schools must progress also.

---

<sup>1</sup>See full page picture of an old-time school in *The Journal of the National Education Association*, June, 1929, p. 203.

## VI. Topics for Speeches

### 1. Then and Now in Education

See *Then and Now in Education*, Otis Caldwell and S. A. Courtis, World Book Co. Show changes in courses, methods of teaching and discipline, training of teachers, etc.

### 2. Learning to "Figure" in the Schools of Yesterday

Read problems from an old arithmetic: Here is an example: "A ship has a leak which will fill it so as to sink in 7 hours; it likewise has a pump which will clear it in 12 hours. Now, if they begin to pump when it begins to leak, in what time will it sink?"

Show how the "strengthening of mind" through difficult problems has given way to training in needed and useful skills as a method of teaching in the schools of today. A speech made on this topic may be very entertaining as well as instructive. E. L. Thorndike's "*Psychology of Arithmetic*" contains some good suggestions.

### 3. The Good Old Days

About the homes, schools, churches, amusements, transportation, food, tools, etc., of "the good old days" by one who lived in them, and who knows their hardships as well as their joys.

### 4. History of the Schools in Our City

### 5. The Covered Wagon

The Oregon Trail and other trails, the westward movement. Write to Dr. Howard R. Driggs, New York University, New York City, for information on the "Covered Wagon Centennial."

### 6. Health Today and Yesterday

Tell the history of physical and health education. Begin with the "home remedies" and the country physician who traveled the prairies with his saddlebags filled chiefly with calomel and quinine. Show how health education and much physical care has been transferred from the home to the schools.

### 7. Ten o'Clock Scholars

Explain the abbreviated school term of the past. Trace the development to universal compulsory education in nine- and ten-month schools. Describe work of the truant officer, the "holding power" of the present-day schools, percentage of enrollment going to high school, to college.

### 8. The Three R's

Show how the "fundamentals" are still emphasized in our schools. Compare time spent on study of Three R's today and yesterday. See Carleton H. Mann, *How Schools Use Their Time*, Bureau of Publications, Teachers College, Columbia University, New York City.

### 9. The Evolution of Our Textbooks

See *The Journal of the National Education Association* references on early textbooks given below.

### 10. Discipline in the Schools of Yesterday

### 11. Ask the oldest teacher in your community to describe the school in which he first taught.

## VII. Other Suggestions

1. Ciphery match between parents and children.
2. Spelling bees between parents and children or parents and teachers.
3. Select "puzzle and trick problems" from old arithmetics. Run them in the local paper. Publish the names of those who send in correct solutions.
4. Newspaper feature articles portraying the Schools of Yesterday.



5. Let parents compete with pupils in excellence of penmanship.
6. If old copybooks are available, ask the authors to repeat the exercises today, for comparative purposes. What happens through the years to handwriting skill? See Shaw, Lena V. Handwriting in 1876. *Detroit Journal of Education*, June, 1922, p. 23.

### References

#### THE SCHOOLS OF YESTERDAY

- Moore, Ernest Carroll. Fifty years of American education: 1867 to 1917. Boston, Ginn & Co., 1917.
- Magruder, Mary. Early American textbooks. *Journal of the N. E. A.*, 14:8, November, 1925, p. 250.
- Early textbooks—Arithmetics. *Journal of the N. E. A.*, 14:9, December, 1925, p. 275.
- Early textbooks on reading. *Journal of the N. E. A.*, 15:3, March, 1926, p. 73.
- History textbooks. *Journal of the N. E. A.*, 15:2, February, 1926, p. 39.
- Spelling textbooks. *Journal of the N. E. A.*, 15:4, April, 1926, p. 113.
- Writing. *Journal of the N. E. A.*, 15:6, June, 1926, p. 176.
- Eggleston, Edward. Hoosier schoolmaster. Grosset, 75¢.
- Irving, Washington. The Legend of Sleepy Hollow.
- The district school (photograph). *Journal of the N. E. A.*, 18:6, June, 1929, p. 203.
- Jaquith, M. H. Deestrick skule of fifty years ago. Dramatic Publishing Co., Chicago, 50¢.
- Research Bulletin of the National Education Association, Vitalizing the High School Curriculum. Vol. VII, No. 4, September, 1929, p. 180-181.
- Research Bulletin of the National Education Association, Creating a Curriculum for Adolescent Youth. Vol. VI, No. 1, January, 1928, p. 6-7, 9.
- Research Bulletin of the National Education Association, Keeping Pace With the Advancing Curriculum. Vol. III, Nos. 4 and 5, September and November, 1925, p. 110-111, 115.
- The School of Years Ago and the School of Today—"What the Contrast Means to American Business." Civic Development Department, Chamber of Commerce of the U. S., April, 1929.
- Carr, W. G. The evolution of the junior high school textbook in English. *The English Journal*, Vol. XVI, No. 3, February, 1927, p. 119-128.

THURSDAY—NOVEMBER 13

## THE SCHOOLS OF TODAY

The technics of the modern school are becoming more highly specialized. Methods of teaching, supervising, administering and financing education are rapidly changing. Educational leadership depends upon the sympathetic understanding and confidence of the public in the educator's sincerity, purpose and effectiveness in bringing about these changes. The task of interpreting the schools is taking its place beside that of the already well-developed fields of administration and research.

The topic for this day lends itself particularly well to the purposes of the school interpreter. It is his purpose to visualize and dramatize the philosophy and science of education today, in terms that fit into the habits of thought of the average citizen.

The schools of today are attempting to meet the needs of a rapidly changing world. Show how these needs have called for new objectives and new educational philosophy. Trace the growth of the objectives from skill in the use of the three R's to the seven cardinal principles of education. Show how a new age demands of the schools a richer program. Explain how abandoning the theory of formal mental discipline has affected the curriculum and teaching methods. Explain the psychology of interest and its influence upon the educative process today.

## INTERPRETING THE SCHOOLS OF TODAY

Request your county superintendent to furnish facts showing how your county ranks in education with other counties in the state.

## I. Interpreting the Schools of Today Calls for the Use of:

1. Newspaper articles and news stories.
2. School bulletins for the home.
3. Letters to the home.
4. School exhibits:
 

a. Modern furniture	g. Penmanship
b. Good textbooks	h. Theme papers
c. City beautiful projects	i. Classroom projects
d. School gardening	j. The school library
e. Industrial art	k. Home economics
f. Drawing and painting	
5. Demonstrations of classes at work.
6. Public addresses by school officers, teachers and pupils.
7. Visiting of the schools by parents.
8. Visiting of the homes by teachers.
9. School newspapers, magazines, etc.
10. Radio programs.

## II. Suggested Quotations for Printed Programs and Bulletins:

*I AM EDUCATION—I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.*

*From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air, and*



sea; it is for him I leash the lightning, plumb the deep and shackle the ether.

*I am the parent of progress, creator of culture, molder of destiny; philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.*

*Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.*

*The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I AM IRRESISTIBLE POWER.—Published by Better Schools League, Inc.*

Train up a child in the way he should go, has been a favorite text all my lifetime, but I never heard a preacher who recognized the profound philosophy of these words. *He* and *go* are the vital words of this text. The text clearly suggests that all children should be goers and doers. The old training made them don'ters and stoppers and quitters.—James L. Hughes.

The sum of human knowledge and the complexity of human problems are perpetually increasing; therefore every generation must overhaul its educational methods if time is to be found for what is new.—Bertrand Russell in *Education and the Good Life*.

### III. Suggested Topics for Articles and Addresses:<sup>1</sup>

1. Pupil Success in Our Schools
  - a. What the new measurements tell about our school work<sup>2</sup>.
  - b. Why children are promoted at different rates.
  - c. Worthwhile achievements of students outside classroom activities
    - (1) How students earn their way through school.
    - (2) Student deposits in school banks.
    - (3) Interesting projects pupils pursue at home.
  - d. Honors and distinctions won by students and graduates.
2. Methods of Teaching
  - a. Grouping together children of like ability and interest.
  - b. Examinations in our schools.
  - c. How our schools help students select their occupations.
  - d. Special methods of teaching and organization such as Winnetka, Dalton, Gary Platoon School, etc., in local use.
  - e. How our students use the school library.
  - f. Apparatus that aids the teacher and textbook.
  - g. How the visiting teacher helps.
  - h. What the principals and supervisors do.
  - i. How the school learns from life—school excursions, field trips, and museums.
3. What Our Schools do for the Health of Pupils
  - a. Physical examinations and inspections.
  - b. School lunches and cafeteria service
    - (1) Undernourished children.
  - c. Our playground facilities.
  - d. How health is taught in the schools
    - (1) School nurses and physicians.
    - (2) Baths, clinics, courses in health.
  - e. Safety in the schools
    - (1) Student traffic officers.
    - (2) Protection from fire, fire escapes, fire drills.

<sup>1</sup>See *What to Tell the People About the Public Schools*, by Belmont Farley, Bureau of Publications, Teachers College, Columbia University, New York City.

<sup>2</sup>In order that these "topics" may suggest the way in which the articles on speeches may be developed around them, they are stated as themes or subjects rather than as article headings.

- f. Physical education
  - (1) Corrective physical exercises.
  - (2) Athletics.
- g. How contagious disease is handled in the schools.
4. What we Study at School
  - a. How our courses help achieve the seven objectives of education and of life.
  - b. Why some courses are required and others optional in our high schools.
  - c. Courses of study recently adopted.
  - d. How character is developed in our schools.
  - e. How our schools revise the curriculum.
  - f. How students are helped to select their subjects.
  - g. Special courses for the physically and mentally handicapped.
5. Discipline and Behavior of Pupils
  - a. School manners today and yesterday.
  - b. Self-government in our schools.
6. Teachers and School Officers
  - a. The training of our teachers, how it is increasing.
  - b. How the work of the teacher has become specialized.
7. Attendance in Our Schools
  - a. The purpose of the compulsory law and how it is enforced.
  - b. The increasing enrollment in our schools and its significance.
  - c. Why students stay in school longer now.
8. Our School Buildings
  - a. Why our modern schools are safe, comfortable and healthful.
  - b. School building plans for the future in our district.
9. Managing the Finance of Our Schools
  - a. Why schools cost more today
    - (1) Decreased value of the dollar.
    - (2) Increased enrollments and longer school terms.
    - (3) Enriched courses of study.
  - b. How the school tax dollar is spent.
  - c. Buying supplies for our school system.
10. Board of Education and Administration
  - a. Our schoolboard members
    - (1) Who has served longest?
    - (2) What school issues has the present board decided?
    - (3) What occupations do the members follow?
  - b. Being a superintendent of schools
    - (1) His duties.
    - (2) His most recent annual report to the board of education.
11. Parent-Teacher Associations
  - a. What the Parent-Teacher Association is doing for our schools.
  - b. What part the home plays in education.
12. Extracurriculum Activities
  - a. How extracurriculum activities enrich education<sup>1</sup>.
  - b. What our children learn in their school clubs.
  - c. The part athletics plays in education.
  - d. Social education and school parties.

#### IV. Things to Do

1. Send a printed bulletin to the home<sup>2</sup>.

*Examples:*

Illustrated Course of Study, Cleveland, Ohio, Board of Education.

<sup>1</sup>See Readings in Extra-Curricular Activities, by Joseph Roemer and C. F. Allen, D. C. Heath, 1926.

<sup>2</sup>Copies of the illustrations cited may be secured from the respective boards of education.



Yearbook of Savannah Education, Savannah, Ill., Board of Education.

What Have You in Your Toolkit? Bryant, S. Dak., Board of Education.

2. Have students write letters to the home.

*Example:* (Horace Mann School, Teachers College, Columbia University.)

*Dear Dad: We're up here at Horace Mann and it is a very interesting place to us. We spend a lot of time here and it fills up a big part of our lives. Mother sees quite a bit of it and knows a lot about it, so she understands what we are talking of at the dinner table. Of course, she is able to get up to see us often; but as for you, Dad, the old office beckons you every morning.*

*Lincoln's birthday, on February 12th, though, will be your day off. You can't play golf; it's too cold and the course is too rough. It's not much fun to motor, and as for the baseball games—not yet! So we've been thinking that you MIGHT like to come up and spend the day with us at Horace Mann; see what we're doing, what we're learning, and how we're living.*

*We won't put on any "show" for you. We will just have a regular Horace Mann day. February 12th happens to come on Tuesday and that is our assembly day. You might like that. We would like to have you come when we do in the morning and stay till after lunch. The lunchroom will see that there is enough for you of the same kind of good things we have to eat, and they won't charge you any more than we have to pay.*

*If you visit our classes in the morning, you will have a lot of questions to ask after lunch. Dr. Reynolds guarantees a nice, comfortable lounge and a chance to talk things out.*

*We all want very much to have a "Dad's Day," but of course we can't have it without our Dads! Just say on the postcard that you will come. We know that Horace Mann will mean a lot more to us if you share it with us for one day.*

*With love*

*"You know who."*

3. Exhibit School Work

Give the pupils something to do in connection with school exhibits. For instance, in manual arts exhibits demonstrate the process as well as the finished article. Have a pupil engaged in each step of furniture-making, sawing, planing, mortising, gluing, finishing, and upholstering. In painting and drawing exhibits have pupils at work. In home economics let the girls cook, bake, serve at intervals throughout the period of the exhibit. If the exhibit is one of borrowed copies of great art masterpieces, have students give visitors an appreciation lesson. Do the same thing for music. Show patrons not only *what* is done, but *how* it is done.

4. Demonstrate Class Work

Select high spots from class work and let pupils demonstrate recitation or laboratory exercises on the auditorium stage. The kindergartners may offer a folk dance, the fourth grade an exercise in rapid calculation, the sixth grade may illustrate a lesson on Japan with maps, pictures, Japanese articles, class discussion. High school physics or chemistry classes may demonstrate a laboratory experiment; household arts classes may show how they make pies, may cut cloth to a pattern or coldpack fruit; the Latin class may put on a representation of the Roman senate. A program of this sort if properly varied will attract great interest.

## 5. Have a School Night

Many communities have had successful "school nights." Start school at 7:30 P.M. and run through every class period of the day in ten-minute sessions. Ask parents to follow the class schedules of their children. They will get acquainted with each teacher. If the attendance is large, perhaps the best method is to have the teacher spend a few minutes telling the parents of the educational objectives of the subject she teaches. Let her call attention to the textbook, reference books, apparatus or any other equipment or device contributing to good teaching.

Let parents put their wraps in the lockers used each day by their children. Ask them to carry the same textbooks and notebooks from class to class. Have an assembly hour. Here demonstrations of class work as described above may be made. Perhaps a few parents will speak. It may be desirable for them to put on the whole assembly program. They may wish to represent the Schools of Yesterday at this assembly, or to express their hopes for the Schools of Tomorrow.

## 6. Plan Addresses by Pupils, Teachers, Members of Board of Education

Plan for the addresses of school children before the organizations to which they belong. Let high school girls interpret phases of school work to the Girl Reserves, Camp Fire Girls, 4-H Clubs, etc. Let boys speak before their organizations. Let a committee appointed by the Student Council plan these programs. Arrange with Rotary Club, Kiwanis Club, Lion's Club, Women's Club, and other social, fraternal, commercial organizations and labor unions to have faculty members or members of the Board of Education speak before meetings which they hold this week.

Allow the high school orchestra and other school music organizations to serve civic and other clubs this week.

## 7. Invite the Coöperation of Newspapers

A special broadside of educational news for American Education Week will be available October 1 from the Division of Publications, N. E. A., Washington, D. C. This broadside should be in the hands of the editor of your newspapers. It is mailed to many editors. Ask your editor if he has received it. If he has not, write for one. It is free.

Suggest to the advertising manager of your local paper the possibilities of an American Education Week page signed by advertisers. Art for this page will be furnished by a prominent company specializing in advertising art. If you wish a sample page of this kind, used for American Education Week last year, write to the Division of Publications of the National Education Association.

## 8. Get Help From:

1. National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
2. American Legion, Indianapolis, Indiana.
3. U. S. Office of Education, Department of Interior, Washington, D. C.



## V. General Educational Progress in North Carolina

## TEACHERS

THEN (1899-1900)	NOW (1928-1929)
The total number of teachers was ..... 8,320	There are 24,702 public school teachers in North Carolina.
Of this number, white teachers numbered ..... 5,753	White teachers have increased to 18,475,
And colored teachers numbered ..... 2,567	And colored teachers to 6,227.

## SALARIES

The average annual salary paid teachers was ..... \$90.05	The average annual salary of teachers is \$821.07.
White teachers received an average annual salary of ..... 93.03	White teachers are paid an aver- age of \$927.21 a year,
Colored teachers were paid an average annual salary of ..... 83.37	And colored teachers receive an average of \$510.07 a year.

## SCHOOL POPULATION, ENROLLMENT AND ATTENDANCE

The total school population (6-21 years old) was ..... 657,949	Total school population is 1,013,906.
Number of white children (6-21 years old) was ..... 439,431	The number of white children eli- gible to attend public school is 700,930.
And number colored chil- dren of these ages was ..... 218,518	The number of colored children of school age is 312,976.
The total number of pupils enrolled was ..... 400,452	The total school enrollment is 855,882.
Total average daily attend- ance was ..... 206,918	The average daily attendance for the year is 644,755.
The percentage of the total school population enrolled was ..... 60.9%	The percentage of population en- rolled has increased to 84.4%.
The percentage of total en- rollment in average daily attendance was ..... 51.7%	Likewise, the percentage of enroll- ment in attendance has increased to 75.3%.

## LENGTH OF SCHOOL TERM

The average number of days the schools were in session was 70.8.	The average length of school term for the State is 152.9 days.
In white schools the average term was 73.3 days.	The white schools operated on an average of 158.8 days.
And in colored schools the average term was 65.3 days.	And the colored schools were in session an average of 139.5 days.

## SCHOOLS AND SCHOOLHOUSES

There were 6,918 schoolhouses at the end of this year.

The number of log schoolhouses during this year was.....1,190

There were 7,391 schools.

Evidently, some schools were taught in churches and private dwellings, as the number of schools exceeds the number of schoolhouses. The majority of these were taught by one teacher.

The value of all public school property was slightly more than one million dollars .....\$1,097,564.00

The average value of a schoolhouse was .....\$158.65

The number of schoolhouses has decreased to 6,089, but there was an increase in number of schoolhouses to 1918-1919 when the peak was reached at a total of 8,239 schoolhouses in use.

The number of log schoolhouses has decreased to only 22.

There were only 2,096 schools taught by one teacher, 988 for the white race.

At the end of this school year public school property for elementary and secondary pupils has an appraised value of \$107,-856,893.00.

The average schoolhouse is now valued at \$17,713.00.

## HIGH SCHOOLS

There were approximately 30 high schools, all of which were in the larger cities.

The number of pupils enrolled in these high schools was approximately 2,000.

There is no information available as to the number of high school graduates, but based on present-day figures there were possibly 200.

There are now 881 public high schools.

A total of 109,957 boys and girls were enrolled in public high schools.

This year 13,667 boys and girls graduated from the public high schools of the State.

## EXPENDITURES

In this first year of the century \$1,062,303.71 was spent on public elementary and secondary education.

Of this amount \$1,004,903.09 was for the current operation and maintenance of the schools.

And only \$57,400.62 was expended for capital outlay purposes—new buildings and equipment.

The State put into the current operating cost of the schools the sum of \$100,000.00.

In 27 years the annual amount spent for public school education below college grade has increased to \$35,941,318.70.

For all current operating items for the entire school year, it took \$27,961,531.85.

For the purpose of erecting and equipping new buildings and for buying trucks and other equipment, there was spent in the entire State a total of \$7,979,-786.85.

This year \$3,688,299.78 was distributed among the various counties of the State as an aid in the cost of public education.



## CONSOLIDATION AND TRANSPORTATION

(1919-1920)

In 1919-20 there were 150 vehicles, mostly trucks, used for the public transportation of school children.

7,936 children were transported at public expense to and from school.

In this year there were:

4,174 one-teacher rural schools,  
3,242 two-teacher rural schools,  
597 three-teacher rural schools,  
566 rural schools having more than three teachers.

(1921-1922)

During this year there were:

355 consolidated schools—  
127 having four teachers,  
78 having five and six teachers,  
150 having more than six teachers.

There was spent for the operation and maintenance of transportation vehicles the sum of \$284,884.45.

(1928-1929)

In 1928-29 a total of 3,671 vehicles were used for this purpose.

163,870 school children were transported this school year.

Whereas, in 1928-29 there were:

2,096 rural one-teacher schools,  
1,516 rural two-teacher schools,  
593 rural three-teacher schools,  
1,179 rural schools having more than three teachers.

(1928-1929)

Now, there are:

986 consolidated schools—  
170 having four teachers,  
195 having five and six teachers,  
621 having more than six teachers.

A total of \$1,929,282.99 was spent in the State for the operation and maintenance of school trucks.

## VOCATIONAL EDUCATION

There were 21 schools providing instruction in vocational agriculture to 323 boys.

Home economics started in 1918-19 as a part of the high school course in three schools with 100 girls enrolled.

The program in trade and industrial education started this same year with five classes having an enrollment of 128 students.

This work has grown until now there are 154 schools with an enrollment of 4,759 boys.

This work has been extended to 274 schools giving instruction to 12,358 girls.

Now there are classes offering courses in 342 classes to 5,689 persons.

## TRAINING OF TEACHERS

(1922-1923)

In 1922-23, there were 2,645 white teachers who held certificates based on training less than graduation from a standard high school. This number represented 16.72 per cent of the total white teachers.

There were 2,327 colored teachers who did not have training equivalent to high school graduation this year, 49.18 per cent of the total number employed.

(1928-1929)

Now, only 145 or 0.8 per cent of the total white teachers employed are in this group.

The number of colored teachers of this class has decreased to 1,275 or 20.63 per cent of the total number of colored teachers.

State School Facts—November 1, 1928, with data revised to 1928-1929.

## References

## THE SCHOOLS OF TODAY

- Caldwell, Otis W. and Courtis, S. A. Then and now in education: 1825-1923. World Book Co., 1924, \$2.20.
- Department of Superintendence, National Education Association. Achievements in Education. Address by Charles H. Judd, John H. Logan, J. B. Edmonson, N. L. Engelhardt, C. B. Glenn, Frank W. Ballou, Francis G. Blair, before Atlantic City Convention, February, 1930.
- U. S. Bureau of Education. Education in the United States of America. Government Printing Office, Washington, D. C., 1927, 20¢.
- Hartman, Gertrude. New schools for old. *Journal of N. E. A.*, 18:1, January, 1929, p. 14.
- Education and the improbability of man (editorial). *Journal of the N. E. A.*, 19:5, May, 1930.
- Coltrane, E. J. The Community-Minded Teacher is a School Asset. *N. C. Teacher*, VI: 7, March, 1930, p. 253.
- Bagley, Wm. C. What is a Good School? *N. C. Teacher*, VI: 5, January, 1930, p. 168.
- Poteat, Mary. Consolidation in McDowell. *N. C. Teacher*, V: 2, October, 1928, p. 64.
- N. C. Education Association. Education in North Carolina in 1900 and Now.
- Consult file of State School Facts published by State Department of Public Instruction, Raleigh, N. C.



## FRIDAY—NOVEMBER 14

WHAT THE SCHOOLS HAVE HELPED THE  
INDIVIDUAL TO ACHIEVE

Education is the ladder by which men climb toward their ideals. Among these ideals are material prosperity, bodily health, and spiritual happiness. For three centuries oppressed peoples have turned their faces toward America as the land of opportunity to live their faiths and achieve their hopes. Through the years the schools have become the chief instrument of this opportunity.

Power, prosperity and happiness are achieved by the individual more quickly and more easily in America than in any other nation. No social or economic barrier is insurmountable to the man or woman who has trained ability and personal ambition.

The American schools are free and open to all for training of their talents to the greatest efficiency in service to themselves and their fellowmen. The right of every individual to develop himself to his full possibilities is recognized as the essential ideal of democracy. The very existence of democratic government depends upon an enlightened citizenry.

The seven cardinal objectives of education constitute the fundamental aims of those who would achieve prosperity, happiness and honor. The purpose of the schools is to help mankind to realize its ideals of physical and mental health, happy homes, remunerative vocations, leisure and the wisdom to use it profitably, a sense of duty to country, ability and desire to grow mentally by continuous learning, and ethical character.

The schools may help the individual to achieve these aims in:

1. Physical and health education and medical care. .
2. Education in home making.
3. Training in occupations.
4. Development of appreciations for the beautiful and worthwhile.
5. Instilling lifelong habits of learning.
6. Courses in citizenship and student government.
7. Teaching respect for fellows and the principles of honorable conduct in life situations.

## HOW THE SCHOOLS HELP INDIVIDUAL ACHIEVEMENT

## I. Suggested Illustrations for Printed Programs, Posters, Etc.

1. The Thinker, by Auguste Rodin.
2. Horace Mann.
3. Henry P. Barnard.
4. Comenius.
5. Erasmus.
6. Bacon.

## II. Suggested Quotations for Printed Programs, Posters, Bulletins, Etc.

Ask a dozen prominent local citizens to make statements that are testimonials to the meaning of education in the life of the individual.  
*Examples:*

Nothing is more important than that you use well the time while you are in high school. Taking full advantage of your high school opportunities will help you in every way, help you earn money, help you win your way among other people, and widen your circle of enjoyment for your whole life.—Florence E. Allen, Judge, Supreme Court, State of Ohio, Graduate of a Cleveland High School.

**BUILD A STRONG FOUNDATION.** An education may be compared to any other structure. It is as strong and useful as its foundation. The architect in planning his building looks first to the strength of his foundation, whether it be the present intention to erect one, two, or more stories in the long run. Where the structure is to be firm and stable there is arranged, first the underpinning, which may be compared to the instruction of the kindergarten. Then come the footings, which must be made strong enough to hold the weight of what is coming after. This is the elementary school training. Then comes the foundation itself, upon which shall rest the building when completed. This is the high school.—W. F. Maurer, Attorney, Graduate of a Cleveland High School.

I realize the disadvantages that must be met because of limited education. I know that regardless of what one's business may be, he cannot know too much. I urge every boy and girl to take advantage of the opportunities of high school. I regard our schools as the safety valve of the nation, our scholars as the practical managers of its welfare. I believe that it is a duty every pupil owes to himself or herself to become an efficient manager. The high school offers the opportunity. I urge every boy and girl to accept it.—W. G. Lee, President, Brotherhood of Railway Trainmen.

### III. Suggested Topics for Speeches

1. How education in America has improved health and increased the expectancy of life.

From the Metropolitan Life Insurance Company, New York City, may be obtained bulletins showing the decrease in death rates and the expectancy of life at various ages. Ask particularly for bulletins entitled:

- a. Health Work Pays
- b. Statistical Bulletin, Vol. X, No. 10.
- c. Statistical Bulletin, Vol. X, No. 8.
- d. Improving the Value of the Infant Mortality Rate as an Index of Public Health Effort.

Note that much of the increased average length of life is due to better physical care of children. Discuss the "Summer Round-up" and the work of school nurses and physicians, public health clinics for children; the teaching of physiology and hygiene in the school.

2. Physical Education in the Schools.

- a. The use of the gymnasium and its apparatus.
- b. Corrective and preventive physical exercises in our schools.
- c. Uses and needs of our playfields.
- d. What our students are taught about care of the sick.
- e. How our school buildings and equipment preserve the health of the children.
- f. What a study of physiology and hygiene does for health.

3. How our schools prevent and care for sickness and epidemics, and provide for the physically handicapped.

- a. How the school law helps prevent spread of diseases.
- b. Open air classes.
- c. Schools for crippled children.
- d. How cleanliness is practiced in the schools.  
See Monograph No. 3, School Health Bureau, Welfare Division, Metropolitan Life Insurance Co., New York City.
- e. Protection from diphtheria in the schools.  
See Monograph No. 2 in the above series of the Metropolitan Life Insurance Co., New York City.

4. Teaching of safety in our schools.

- a. Traffic patrols.
- b. Fire drills.
- c. Lessons in rescue and resuscitation of drowning persons, use of antidotes, care of burns and wounds, putting out fires, etc.

5. The money value of education.

See references.



6. How education makes people want more and better things.
  - a. Increase in per person consumption of foods such as wheat, meat, etc., due to education in agriculture and higher standards of living.
  - b. Increased use of musical instruments, automobiles, and other desirable luxuries, due to new wants and increased ability to satisfy them.
7. Education and the achievement of distinction.  
Information may be secured in *Who's Who in America*; A. N. Marquis Company, 670 Cass Street, Chicago, Ill.
8. The education of the great men of America.
  - a. How many of them were forced to provide for themselves educational opportunities that the nation now offers to all?
  - b. Trace the educational careers of present-day men of distinction through elementary school, secondary school, and college.
9. Trades taught in American high schools today.
10. What our schools do to help the individual achieve appreciations for life's higher values—art, music, etc.
11. What our schools do to help individuals achieve sound character.  
See: *Moral Principles in Education*, by John Dewey; Houghton Mifflin Co., 1909. 80 cents.  
*The Meaning of a Liberal Education*, by Everett Dean Martin, Chap. X.; W. W. Norton & Co.
12. What education has done for agriculture.
13. How the schools encourage thrift.

#### IV. Things to Do

1. Exhibit dental and medical clinics.
2. Illustrate tests and care of the eyes in the schools.
3. Explain and exhibit the school banking system.
4. Demonstrate corrective and preventive physical exercises.
5. Make posters showing men and women engaged in occupations for which education prepared them. Let the posters carry appropriate testimonials to education.

##### Suggestions:

- a. A chemist using laboratory apparatus.
  - b. An astronomer studying the heavens.
  - c. An engineer directing the building of a bridge.
  - d. A business executive at his desk.
  - e. A physician caring for a patient.
  - f. A teacher explaining a geometry theorem to his class.
6. Study (in the history classes) the biographies of great Americans. Emphasize their educational preparation for their work.  
Simple biographies for the use of children may be found in:  
When they were boys. Everett, C., and Reed, C. F. Owen. 80 cents.  
When they were girls. Moore, R. D. Owen. 80 cents.  
When they were children. Steedman, A. Thomas Nelson & Son, 1926. \$1.50.

#### CHARTS<sup>1</sup>

Charts showings relation of health of children to school provisions for medical care and physical education may be obtained from the National Education Association. Ask for:

<sup>1</sup>May be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Size, 22x28. Single charts, 50¢; any five charts, \$2.25; any ten charts, \$4.00; 25 charts or more, 35¢ each; 50 charts or more, 30¢ each.

First Dental Clinic for Rural School Children in the United States	Chart 47
Improved Health Conditions Following Medical Inspection in Rural Schools	Chart 45
The School Nurse	Chart 13
Health Examinations Made Effective by Follow-up Service of School Nurse	Chart 12
Death Rate in New York City Compared with Death Rate in Rural N. Y.	Chart 3
Health Defects, City Children and County Children Compared	Chart 2
Sneezing and Coughing	Chart 6
Save the Eyes	Chart 14
Hygienic Seating	Chart 19
Adenoids and Enlarged Tonsils Make Backward Pupils	Chart 17
Adenoids and Diseased Tonsils Make Backward Pupils	Chart 16
Work of the School Doctor	Chart 9
Epidemics in School—May be avoided through coöperation with Parents, Teachers, and Health Officers	Chart 7
Safe Drinking Water Should be Available for Every Pupil	Chart 44
The Survival of the Unfit—Some Schools Fit to Survive	Chart 39
National Welfare and Rural Schools	Chart 34
Avoid Spreading Disease at School and at Home	Chart 31

### WHAT SOME NORTH CAROLINIANS SAY ABOUT HEALTH

"One of the basic objectives or outcomes of elementary education should be the growth and improvement of the child's mental, emotional, social, and physical health behavior in terms of attitudes, habits, skills, and knowledge."—*Nettie E. Brogdon, Supervisor Guilford County Schools.*

"To insure such riches (free, strong minds and hearts of health) intelligent examination of the children at stated intervals is absolutely necessary."—*T. W. Bickett.*

"One of the most significant aspects of modern conservation is a high regard for the health of the community. In the strenuous life of the twentieth century the demand is for a maximum amount of mental vigor in a sound body."—*Angus Wilton McLean.*

### References

#### WHAT THE SCHOOLS HAVE HELPED THE INDIVIDUAL TO ACHIEVE

- Lord, Edward W. The relation of education and income. Alpha Kappa Psi Fraternity, 1050 North Delaware Street, Indianapolis, 1928, 50¢.
- Study made by Who's Who in America. A. N. Marquis Co., Chicago, Ill. Educating for worthy home membership. National Congress of Parents and Teachers, Washington, D. C. Price, one copy 10¢; 20 copies, \$1.00; 100 copies, \$4.00.
- Educating for seven-point lives. National Congress of Parents and Teachers, Washington, D. C. Price, one copy, 10¢; 20 copies, \$1.00; 100 copies, \$4.00.
- Does education pay in dollars and cents? *Journal of Education*, 91:49, January 8, 1920.
- Earning power and education. *World's Work*, 46:245-46, July, 1923.
- Economic loss due to illiteracy. *Journal of Arkansas Education*, 2:17, 19-20, November, 1923.
- The value of a high school education. It pays to graduate. Cleveland, Ohio. Harter School Supply Co., June, 1922. 14p. (Reprinted in April, 1923.)
- Earning power and education. *World's Work*, 46:245-46, July, 1923. (The earning power of farmers is discussed.)
- Education costs but education pays. *Journal of Education*, 96:468, November 9, 1922. (Statements made as to the income of farmers in some of the states of the Middle West, comparing incomes of educated and uneducated farmers.)
- List of References on the Money Value of Education, U. S. Office of Education, Library Leaflet No. 24, July, 1924.



SATURDAY—NOVEMBER 15

WHAT THE SCHOOLS HAVE HELPED AMERICA  
TO ACHIEVE

## WHAT THE SCHOOLS HAVE DONE

During the past twenty years the public schools have practically eliminated illiteracy and materially raised the general level of intelligence.

They have supervised the health and safety of the Nation's children to a much greater extent than ever before, and to their great good.

They have absorbed the great flood of immigration which inundated the country, and kept it American.

Through courses in vocational education they have prepared young people for specific trades and have increased the earning power of those thus educated.

Our great advance in material prosperity can be ascribed in part to the higher educational levels and thinking to which the work of the public schools has raised the masses.

—Roger W. Babson.

The rapidity of the rise of America to a position of greatness among the nations is due to the energy and ability of the American people. The ability to work effectively depends upon an education that inspires and develops inborn talents. America is history's best example of what can be achieved by enlightened coöperation in industry. Education makes men want better things. America has a higher standard of living than any other country because the desire for the comforts of life has kept pace with the ability to produce them.

America leads in inventive genius because its schools inculcate the spirit of research into new fields and develop lifelong habits of learning. The position of women in America is higher than in any other land because women receive education equally with men.

Political rights and equal justice are ideals in America because they are rewards only for those who have been educated in the highest ideals of citizenship.

*Education has helped America to achieve:*

1. Rapid rise to national greatness.
2. Realization of democratic ideals.
3. Quick conquest of a vast frontier.
4. Widened opportunity for new citizens from overseas.
5. The highest place ever accorded women.
6. The ability to create, manage, and staff efficiently large scale production.

7. The noblest standard of living ever realized over a large area.
8. The highest level of intellectual life ever attained by all the people.
9. Steady improvement in the art of self-government.
10. Appreciation of the significance of childhood and home life.

## AMERICAN ACHIEVEMENT AND THE SCHOOLS

### I. Suggested Quotations for Printed Bulletins, Programs, Etc.

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—*George Washington*.

Education is more indispensable, and must be more general, under a free government than any other. In a monarchy, the few who are likely to govern must have some education, but the common people must be kept in ignorance; in an aristocracy, the nobles should be educated, but here it is even more necessary that the common people should be ignorant; but in a free government knowledge must be general, and ought to be universal.—*John Adams*.

A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest. Nor am I tenacious of the form in which it shall be introduced. Be that what it may, our descendants will be as wise as we are, and will know how to amend, and amend it until it shall suit their circumstances. Give it to us, then, in any shape, and receive for the inestimable boon to thanks of the young and the blessings of the old.—*Thomas Jefferson*.

A popular government without popular information or the means of acquiring it is but a prologue to a farce or a tragedy, or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.—*James Madison*.

Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the schoolhouse to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach. . . . On the diffusion of education among the people rest the preservation and the perpetuation of our free institutions.—*Daniel Webster*.

I see our country, united and prosperous, emerging from the clouds which still surround her, taking a higher rank among the nations, and becoming richer and more powerful than ever before. But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth.—*George Peabody*.

The obligation of the State for the education of the child is the same whether the child is wrapped in a white skin or a black one.—*J. Y. Joyner*.

A competent teacher in every classroom would in one generation revolutionize the intellectual life of the State.—*A. T. Allen*.

### II. Suggested Illustrations for Printed Bulletins, Programs, Posters, Etc.

1. Skyline of smoking chimneys in a factory town, or of skyscrapers in a great city.
2. A speeding train or airplane—power and speed.
3. A great steam or electric crane in action.
4. A plowman tilling the soil.
5. A modern school building.
6. The capitol of your State.

### III. Suggested Topics for Speeches

1. How Education Makes Self-Government Possible.
2. What the Educated Hand and Brain Have Done with America's Natural Resources.
3. How the Schools Have Helped Americanize the Foreign Born.
4. How America's Standard of Living Compares with that of Other Countries.
5. Abolishing Illiteracy in America.
6. What Education Has Done for Women in America.



7. What Industry Owes to Education.  
See Jewett, Frank B. Modern Business Looks at Secondary Education. National Education Association Proceedings, 1930.
8. How the Schools Promote Interest and Effort in Science.
9. Can the Nation Afford to Educate Its Children?  
See Research Bulletin of the National Education Association, Vol. VI, No. 5, November, 1928. 25 cents.
10. Can the States Afford to Educate Their Children?  
See Research Bulletin of the National Education Association, Vol. VII, No. 1, January, 1929. 25 cents.
11. Education and the Prevention of Industrial and Other Accidents.
12. The Responsibility of the Nation in Education.
13. Giving Every Child a Fair Start.

#### IV. Things to Do

1. Make a map of the United States, showing by shading and cross-hatching what portions are responsible for the most illiteracy.
2. Make maps and graphs showing relation of the income of citizens of the states to the amount spent annually per child for education.
3. Make posters and graphs comparing cost of education in your community and state with the cost in others.
4. Make graphs showing what percent of the increased cost of education has been due to:
  - a. Decreased value of the dollar.
  - b. Increased attendance of pupils.
  - c. Enriched curriculum and better training of teachers.  
See Research Bulletin of the National Education Association, November, 1928, Vol. VI, No. 5, p. 287.
5. Make graphs comparing the United States with other nations in such matters as:
  - a. Homes owning telephones.
  - b. Homes equipped with electric lights.
  - c. Persons per automobile in use.
6. Familiarize your patrons with the assessed valuation of your school district, the value of various manufacturing, mining, agricultural products, etc., of the community.

#### References

##### WHAT THE SCHOOLS HAVE HELPED AMERICA TO ACHIEVE

- Education in 1900 and Now. Committee on Public Information, North Carolina Education Association, Raleigh, N. C., 1930.
- Boynton, Frank D. Education: What program? What price? Journal of the N. E. A., 18:3, March, 1929, p. 69.
- Foster, M. A. Education pays the state. U. S. Bureau of Education, Bulletin 1925, No. 33. Government Printing Office, Washington, D. C. 5¢.

## SUNDAY—NOVEMBER 16

## THE SCHOOL OF TOMORROW

The province of modern education has been widely extended. The meager program of the Little Red Schoolhouse has grown into a greatly enriched curriculum. The modern school has assumed the responsibility of forming desirable moral and physical as well as mental habits. It not only teaches how to make a living but how to live. Education has extended downward through the kindergarten to the pre-school and the nursery schools and upward through various types of adult and continuation schools.

The modern school gives physical examinations, immunizes against contagious diseases, feeds the undernourished, prescribes medicine for the sick, operates medical and dental clinics. Many schools of today furnish free textbooks and free school supplies, send a visiting teacher into the home, and broadcast lessons over the radio.

How far shall the province of the schools be extended in administering to the physical, mental and moral welfare of mankind? Technics and achievements in education are advancing as rapidly as they are in any other field. Picture the school of tomorrow with its vastly increased service to the welfare of the human race.

Some of the questions which pioneer thinkers are considering for the schools of tomorrow:

(1) Will school failures be eliminated? (2) Will the burden of financial support of schools be equalized and similar educational opportunities offered to all children? (3) Will the school of tomorrow refuse admittance to the students who are underprivileged mentally and physically, or will they adapt their curriculum to the needs of all? (4) What is the future of teaching as a profession? (5) What shall be the qualifications of the teacher in the school of tomorrow? (6) What use will be made of the radio, "talking movie," and other recent inventions? (7) What part will the national government play in education.

Through the schools, Americans will lift themselves toward their ideals. In making the schools of tomorrow, all citizens should have a part. The schools belong to the people. The objectives and results of education should be common knowledge; the future of America and its schools will be what people make them.

## INTERPRETING THE SCHOOLS OF TOMORROW

## I. Suggested Quotations for Programs

If philosophy declines to observe and interpret the new and characteristic scene, it may achieve scholarship; it may erect a well-equipped gymnasium wherein to engage in dialectical exercises; it may clothe itself in fine literary art. But it will not afford illumination or directions to our confused civilization. These can proceed only from the spirit that is interested in realities and that faces them frankly and sympathetically.—*John Dewey.*

A century ago men thought of education as a means of preserving the past—they now think of education as a means of improving the future. Our schools arouse among an increasing number of people the desire for excellence and for happiness. In proportion as we are able to multiply the number of people who really desire excellence and happiness to the point where they are willing to sacrifice, and to work and think and plan for these ends, we are truly a civilized people.—*J. W. Crabtree.*



The fruit of liberal education is not learning, but the capacity and desire to learn; not knowledge, but power.—*Charles W. Eliot.*

The school of tomorrow will not consider its task complete until all children of school age are fitted successfully into the activities of citizenship and vocation. Society must face the task of continuing the period of training for every individual until he is actually at work as a healthy, productive, and harmonious member of the social group. To deny the individual the adjustment which school can give is virtually to deny him life itself.—*Joy Elmer Morgan.*

## II. Suggested Illustrations for Printed Programs, Posters, Etc.

1. An excellent school building.  
Write to the National Education Association for free samples of "The School Home of Your Child."
2. A group of children engaged in activity work.
3. Children at play among gardens with a school in the background.
4. Picture adult education or pre-school work.

## III. Suggested Topics for Speeches

1. How Far Education?  
Write to the Board of Education, Cleveland, Ohio, for a reprint of an address of this title by Superintendent R. G. Jones.
2. The Education Bill Providing for a Secretary of Education in the President's Cabinet.  
Write to Miss Charl Williams, National Education Association, for a copy of this bill and other literature on the subject of the Nation in Education.
3. What the Schools of Tomorrow Will Do for the Child of Pre-school Age.
4. What the Schools of Tomorrow Will Do for the Adult.
5. What the Schools of Tomorrow Will Do for Child Health.
6. What the Schools of Tomorrow Will Do for the Development of Character.
7. How the Schools of Tomorrow Will Contribute Toward Higher Ideals of Citizenship.
8. How the Schools of Tomorrow Will Prepare for Worthy Home Membership.
9. How the Schools of Tomorrow Will be Financed in Order to Make the Burden of Support More Equal.
10. How the Schools of Tomorrow Will Prepare for More Worthy Use of Leisure.
11. The School Building of Tomorrow; Playfields, Gardens, Etc.
12. The Curricula of the Schools of Tomorrow.
13. The Teachers in the Schools of Tomorrow.
14. The Rural Schools of Tomorrow:
  - a. Consolidation.
  - b. Progress in Administration.
  - c. Financial Support.
  - d. Country Life and the Rural School.
15. The relation of the schools of tomorrow to industry, the church, and other educational and social institutions.
16. Schools that are Prophecies.  
Discuss progressive education as it is practiced in the best modern schools. Consult *The Journal of the National Education Association* for many articles under this title, describing current school work prophetic of the schools of tomorrow. See also *Progressive Education*, published by the Progressive Education Association.

## IV. Things to Do

1. Ask local ministers to talk on some phase of the schools of tomorrow or the future of education in America, at the Sunday church services.
2. Plan programs for the young peoples' societies of the churches.
3. Enlist the coöperation of the Y. M. C. A. and Y. W. C. A. and other religious organizations.
4. Place artistic posters in church vestibules.
5. Hold special programs at schools Sunday afternoon.
6. Prepare special feature articles on the schools of tomorrow for Sunday editions of newspapers.
7. This is a specially good topic around which to prepare a bulletin for distribution to the home.
8. This is a specially good topic around which to build a pageant.  
See the Pageant of Time: An Adventure of Education in the Realm of Leisure; New Jersey Education Association, Charles B. Dyke, Secretary, 304 Stacy-Trent Hotel, Trenton, N. J.

## References

## THE SCHOOL OF TOMORROW

- The school of tomorrow (editorial). *Journal of the N. E. A.*, January, 1929, 18:1, p. 1.
- Grover, Edwin Osgood. A prophetic experiment (Rollins College). *Journal of the N. E. A.*, February, 1929, 18:2, p. 41.
- Underhill, Ralph. The Scarsdale plan. *Journal of the N. E. A.*, March, 1929, 18:3, p. 77.
- Dorey, J. Milnor. The changing school. *Journal of the N. E. A.*, June, 1929, 18:6, p. 185.
- Meikeljohn, Alexander. Who should go to college? *New Republic*, 57:238-4, January 16, 1929.
- Logan, S. R. The Winnetka schools. *Journal of the N. E. A.*, June, 1929, 18:6, p. 173.
- Smith, Eugene R. The Beaver country day school. *Journal of the N. E. A.*, November, 1929, 18:8, p. 249.
- Willard, Frank E. The Summit demonstration school. *Journal of the N. E. A.*, May, 1929, 18:5, p. 153.
- Monroe, Paul. The school of the future. *Kentucky School Journal*, March, 1930, XIII:7, p. 8. (Also published in a number of other state journals.)
- The school of tomorrow. National Congress of Parents and Teachers, Washington, D. C. Price, one copy, 10¢; 20 copies, \$1.00; 100 copies, \$4.00.

## LIST OF GENERAL REFERENCES

## Helpful Publications and Information from State Departments, Raleigh, North Carolina:

1. *Department of Conservation and Development*: North Carolina Resources and Industries, 60¢; Woods Burning in the South; Digest of Conservation Laws; Hunting in North Carolina; Geologic Making of North Carolina; Common Trees of North Carolina (50¢ per doz.).
2. *Historical Commission*: 1929 Manual—List of historical commission's publications; Bibliography on N. C. History, North Carolina Historical Review.
3. *Highway Commission*: Maps and information.
4. *State Board of Health*: Health Education and other pamphlets.
5. *Insurance Department*: Plays, programs and essays for safety education.



6. *Department of Public Instruction*: (These should be on file in the local school library or county superintendent's office): Arbor and Bird Day Program, No. 95—1926; Biennial Report of the Superintendent of Public Instruction of North Carolina—1926-27, 1927-28, Part I; Larger Unit Studies of North Carolina, Ed. P. No. 123—Division of Elementary Instruction (out of print); State School Facts, L. H. Jobe; Bulletin on Standards for Elementary Schools—1929-30, Susan Fulghum; Teacher Training in North Carolina, M. C. S. Noble, Jr.; Suggested Course in Music Appreciation, Hattie S. Parrott; Suggested Course in Art Appreciation, Susan Fulghum; Original Pageants and Plays—prepared by the departments of Teacher Training, Juanita McDougald; North Carolina Program for American Education Week, 1929.

7. *Library Commission*: North Carolina Library Bulletins, special lists suitable for specific ages, circulating library collections. (Copies of North Carolina Review and Booklet, Programs for North Carolina Day, etc., may be borrowed.)

---

## TEN COMMANDMENTS FOR SCHOOL CHILDREN

### A Gift From Czecho-Slovakia

These beautiful ideals for children originated in Czecho-Slovakia. They have been taken up in other countries and are on the bulletin board of countless schools:

1. Love your schoolmates; they will be your companions for life and work.
2. Love instruction, the food of the spirit. Be thankful to your teachers as to your own parents.
3. Consecrate every day by one good useful deed and kindness.
4. Honor all honest people; esteem men but humble yourself before no man.
5. Suppress all hatred and beware of insulting your neighbor; be not revengeful but protect your own rights and those of others. Love justice and bear pain and misfortune courageously.
6. Observe carefully and reflect well in order to get at truth. Deceive not yourself or others and beware of lying, for lies destroy the heart, the soul, and the character. Suppress passions and radiate love and peace.
7. Consider that animals also have a right to your sympathy and do not harm them or tease.
8. Think that all good is the result of work; he who enjoys without working is stealing bread from the mouth of the worker.
9. Call no man a patriot who hates or has contempt for other nations, or who wishes and approves wars. War is the remains of barbarism.
10. Love your country and your nation but be co-workers in the high task that shall make all men live together like brothers in peace and happiness.

## SALESMEN OF KNOWLEDGE

The future of America is in the hands of two men—the investigator and the interpreter. We shall never lack for the administrator, the third man needed to complete this trinity of social servants. And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman. The practical value of every social invention or material discovery depends upon its being adequately interpreted to the masses. Science owes its effective ministry as much to the interpretative mind as to the creative mind. The knowledge of mankind is advanced by the investigator, but the investigator is not always the best interpreter of his discoveries. Rarely, in fact, do the genius for exploration and the genius for exposition meet in the same mind. Many negro mummies of the south can make a strawberry shortcake that would tempt the appetite of the gods, but they might cut sorry figures as domestic science lecturers. The interpreter stands between the layman, whose knowledge of all things is indefinite, and the investigator, whose knowledge of one thing is authoritative. The investigator advances knowledge. The interpreter advances progress. History affords abundant evidence that civilization has advanced in direct ratio to the efficiency with which the thought of the thinkers has been translated into the language of the workers. Democracy of politics depends upon democracy of thought. "When the interval between intellectual classes and the practical classes is too great," says Buckle, "the former will possess no influence, the latter will reap no benefit." A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters.

—GLENN FRANK.



# THE OLD NORTH STATE

(Traditional air as sung in 1926)

WILLIAM GASTON

*With spirit*

COLLECTED AND ARRANGED

BY MRS. E. E. RANDOLPH



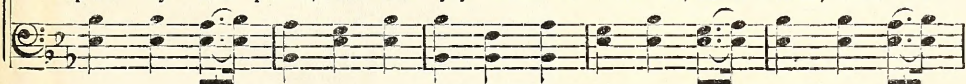
1. Car - o - li - nal! Car - o - li - nal! heav-en's bless-ings at - tend her,  
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,  
3. Then let all those who love us, love the land that we live in,



While we live we will cher - ish, pro - tect and de - fend her, Tho' the  
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too  
As hap - py a re - gion as on this side of heav-en, Where



scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with  
true to her - self e'er to crouch to op - pres-sion, Who can yield to just  
plen - ty and peace, love and joy smile be - fore us, Raise a-loud, raise to -



## CHORUS

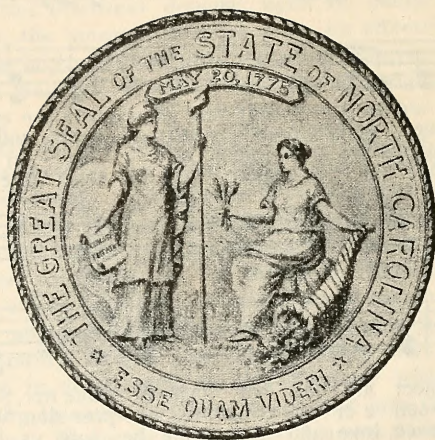


glad - ness when ev - er we name her.  
rule a more loy - al sub - mis-sion. Hur - rah! Hur - rah! the  
geth - er the heart thrill - ing cho - rus.



Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.







Pamphlet  
Binder  
Gaylord Bros. Inc.  
Makers  
Syracuse, N. Y.  
PAT. JAN 21, 1908

UNIVERSITY OF N.C. AT CHAPEL HILL



00034026553

FOR USE ONLY IN  
THE NORTH CAROLINA COLLEC



